

English Language Arts Gap Analysis—Grade: 8

Grade: 8	Content* reflected in this standard addressed in the curriculum (<i>Cite evidence</i>)	Classify alignment	Content* that needs to be added to curriculum to achieve alignment	Degree to which curriculum requires students to achieve cognitive demands* required by this standard	Changes required to guarantee students will achieve the required cognitive demands*
READING STANDARDS FOR LITERATURE					
Key Ideas and Details					
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partial <input type="checkbox"/> Does not	
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Craft and Structure					
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Integration of Knowledge and Ideas					
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
8. (Not applicable to literature)		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. Include texts by and about American		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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Indians.					
Range of Reading and Text Complexity					
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Cite the textual evidence that most

___ Full

___ Fully

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	strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	___ Partial ___ No		___ Partially ___ Does not	
2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
Craft and Structure					
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
6.	Determine an author's point of view	___ Full		___ Fully	

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	or purpose in a text including texts by and about Montana American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	___ Partial ___ No		___ Partially ___ Does not	
Integration of Knowledge and Ideas					
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Include texts by and about Montana American Indians.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Include texts by and about Montana American Indians.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
Range of Reading and Text Complexity					
10. By the end of the year, read and comprehend literary nonfiction at		___ Full ___ Partial		___ Fully ___ Partially	

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the high end of the grades 6–8 text complexity band independently and proficiently.		___ No		___ Does not	

WRITING STANDARDS					
Text Types and Purposes					
1. Write arguments to support claims with clear reasons and relevant evidence.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	

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a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Establish and maintain a formal style.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
e. Provide a concluding statement		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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or section that follows from and supports the argument presented.		___ No		___ Does not	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
c. Use appropriate and varied transitions to create cohesion and clarify the relationships		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	

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among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully	

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as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		<input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Production and Distribution of Writing					
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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defined in standards 1–3 above.)					
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Research to Build and Present Knowledge					
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Range of Writing					
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Analyze the purpose of information presented in diverse media and		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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	formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	___ No		___ Does not	
3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	

Presentation of Knowledge and Ideas					
4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	

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6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

LANGUAGE STANDARDS					
Convention of Standard English					
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Explain the function of verbals (gerunds, participles, infinitives)		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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<p>in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>		<p>___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p>		<p>___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>		<p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full</p>		<p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully</p>	

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		<input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Knowledge of Language					
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Vocabulary Acquisition and Use					
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not <input type="checkbox"/> Fully	

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<p>particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>d. Recognize the influence time, culture, gender and social relationships have upon word meaning.</p>		<p><input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Partially <input type="checkbox"/> Does not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p>	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p>	